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ABSTRACT

The Career Education and Training for Teen Parents Program was implemented at Kishwaukee College (Malta, Illinois) to provide educational and vocational services to teen parents (ages 14 to 21) and to establish a regional delivery system and community linkages that would integrate training, education, and support services for teen parents in the college's district. The major accomplishments of the project between October 1, 1986 and June 30, 1987 included the following: (1) a profile of teen parents was formulated; (2) gaps in services available from social service agencies were identified; and educational assistance, support groups, family counseling, transportation, crisis intervention, a mentoring system, and parent training classes were offered to fill those gaps; (3) of the 63 teen parents referred to the program, 43 became participants, and received career and educational assessment and counseling services; (4) 15 short workshops on such topics as career options, care of the sick infant, money management, infant nutrition, and sexuality and birth control were offered; (5) child care, transportation, and financial assistance for tuition and fees were provided for participants; (6) a vocational exploration curriculum was developed for teen parents; and (7) a referral system was developed so that community agencies provided major services to teen parents and the Kishwaukee program provided supplementary services. The project report includes information on major accomplishments and findings, problems, and program evaluation and impact. Appendices provide a profile of the teen parent, and copies of news releases and consultant evaluations. (EJV)

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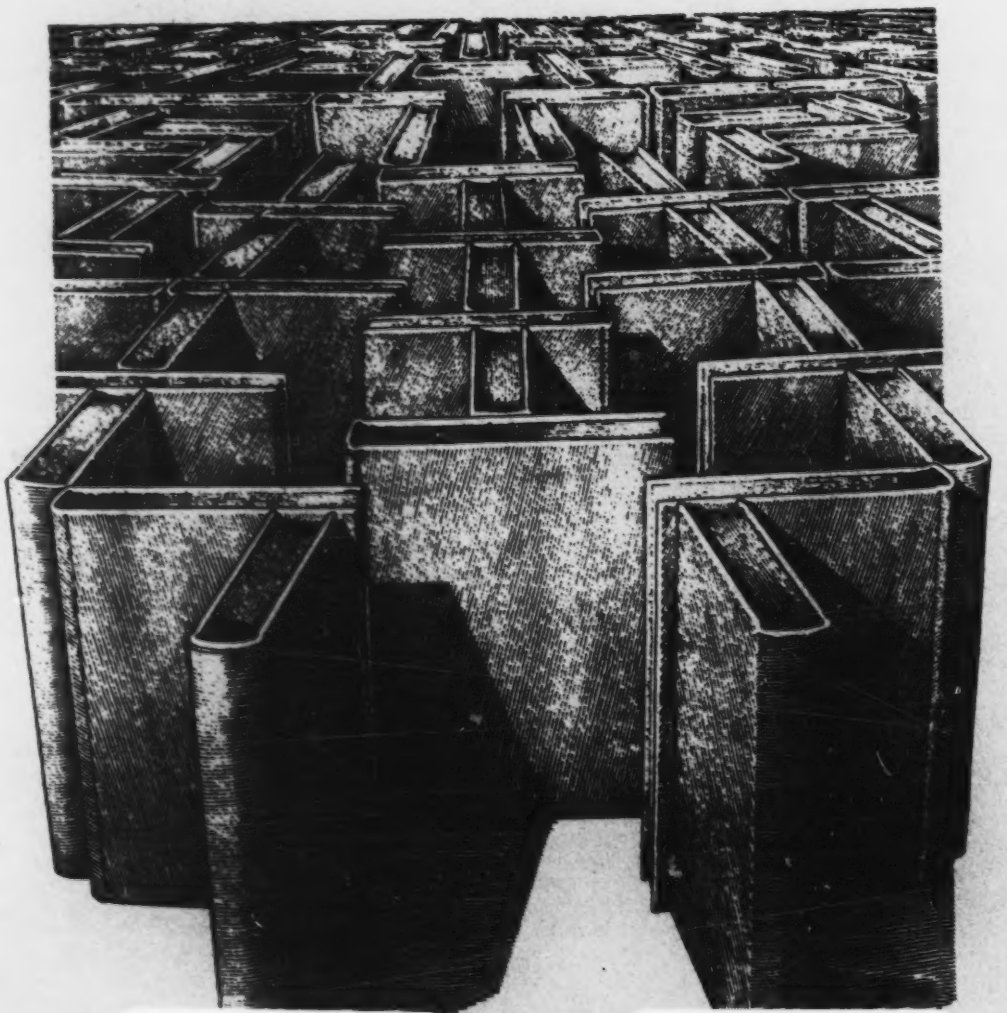
ED283565

Final Report for Career Education and Training for Teen Parents Program

Illinois State Board of Education

Adult, Vocational and Technical Education



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FOREWARD

Kishwaukee College is located in a predominantly rural area in northern Illinois, serving a population of 85,000, including ten area high schools. The Adult Basic Education Program at the college, under the direction of Ms. Evelina Jose Cichy, houses many different special projects, of which one is the Career Education and Training for Teen Parents Program, hereafter referred to as the Teen Parents Program.

Funding for the program in the amount of $41,448 was obtained from the Carl D. Perkins Vocational Act, administered through the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. The pilot project began October 1, 1986, and ended, June 30, 1987. The program was refunded for FY 88 but at a reduced rate.

The Teen Parents Program was funded with two objectives in mind: (1) to provide educational/vocational services to teen parents ages 14-21, whether in high school, GED-preparation, or vocational training, and (2) to establish a regional delivery system that would link all support services and education for teen parents in the Kishwaukee College district.

There were 71 births to teen mothers in DeKalb County and 65 births to teen mothers in Ogle County in 1985; Kishwaukee College serves portions of both counties. It was not known how many young mothers or fathers would be interested in receiving educational/vocational assistance, but the original proposal estimated that ten (10) to fifteen (15) teen parents would be served during the pilot project. In the nine months of the pilot project, sixty-three (63) referrals were made and forty-three (43) teen parents became participants in the program.

Two full-time personnel were hired to fulfill the objectives: a Counselor/Coordinator who was responsible for establishing the regional delivery system and providing direct services to teen parents, and a Curriculum Developer/Instructor who was responsible to develop and then teach a Career Orientation and Preparation Curriculum designed specifically for teen parents. With budget cuts for FY88, the Counselor/Coordinator remains the only staff member.

The Final Report summarizes the attempts made by the program staff to fulfill the objectives of the Teen Parents Program.

FINAL REPORT

CAREER EDUCATION AND TRAINING FOR TEEN PARENTS PROGRAM

Kishwaukee College

PILOT PROJECT: October 1986 - June 1987

Submitted by

Vicky Whipple

Teen Parents Program Coordinator

SERVICES FOR PREGNANT AND PARENTING TEENS

DeKalb County

Pregnancy and Early Parenting Counseling

Provides counseling to any pregnant female, no age requirement. Offers assistance with making a decision about the pregnancy, and support after the decision is made. If adoption is chosen, medical expenses are paid. Services are free; home visits can be made.

Children's Home and Aid Society
DeKalb County Health Department

Thursdays 9:00 - 4:00
CONTACT: Carol LeFever
758-2980

Teen Pregnancy Support Group

Open to any pregnant teen age 20 and younger. Held at the Youth Service Bureau on Mondays, 4:30-5:30 p.m. No charge. Serves all of DeKalb County.

Youth Service Bureau
330 Grove, DeKalb

CONTACT: Grace Mott-Smith
758-2454

Teen Parents Program

Assists teen parents (ages 14-21) with educational/vocational needs. Counseling and support services (childcare, transportation and tuition) for completing high school, a GED, remedial classes, or vocational education classes. Career assessment and counseling offered along with career orientation and preparation classes. Serves only single teens in the Kishwaukee College District. No charge for services.

Teen Parents Program
Kishwaukee College
Malta, Il. 60150

CONTACT: Vicky Whipple
825-2086, ext. 238

DeKalb County Health Department
2337 Sycamore Road
DeKalb, IL 60115
758-6673

Hours: Monday - Friday
8-12/1-4:30

SERVICES FOR PREGNANT TEENS AND TEEN PARENTS

Women, Infants, Children Supplemental Nutritional Program:

A supplemental nutrition program for pregnant women, breastfeeding women, infants and children to age 5 years. Clients must meet income guidelines of 185% of poverty level and have a health or nutritional visit that the supplemental foods can help correct.

CONTACT: Dorothy Rossing, M.S.

Family Planning Program:

Provides comprehensive family planning services to any women. This includes a routine gynecological exam for the purpose of obtaining birth control. The birth control method of choice is despensed at the Family Planning Clinic. Services are provided on a sliding fee scale, with the cost being very low or most often no cost for an adolescent minor. The services provided are completely confidential. Pregnancy testing with short term counseling is provided with the same income guidelines. Education and information is provided in a formal and informal manner both on site and in the community, relating to sexuality issues.

CONTACT: Jane Lux, R.N., B.S.

Well Child Clinic:

Provides well child physical exams, health and development screening and immunizations to infants and children to age five years of age. Clients must meet income guidelines of 185% of poverty level. Public Aid will pay the fee. Clients not receiving public aid will be charged $5.00 for the clinic visit.

CONTACT: Mary Uscian, R.N., B.S.

Immunization Clinic:

Provides free immunizations for infants and children residing in DeKalb County. There are no income guidelines.

CONTACT: Roberta Hay

Public Health Nursing Visits:

Home visits for the purpose of health supervision and instruction/counseling regarding well child care can be provided by a Public Health Nurse. There are no income guidelines. There is no fee to the client for the home visit.

CONTACT: Mary Lynn McArtor, R.N. M.S.

CAREER EDUCATION AND TRAINING FOR TEEN PARENTS PROGRAM

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I. FINAL REPORT ABSTRACT

OFFICIAL PROJECT TITLE: Career Education and Training for Teen Parents Program

DEPARTMENT OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
FUNDING AGREEMENT NUMBER: 27-RE-565

PROJECT DIRECTOR: Evelina Cichy, Director
Adult Basic Education Program

FUNDED AGENCY: Kishwaukee College
Malta, Illinois 60150

TIME PERIOD COVERED: October 1, 1986 through June 30, 1987

MAJOR ACCOMPLISHMENTS OF THE PROJECT:

1. Forty-three (43) teen parents were provided with educational/vocational services; the original goal was to serve 10-15.
2. A referral system linking all schools and social service agencies in the Kishwaukee College district has been established.
3. A career orientation and preparation curriculum was developed, taught, and revised; it is now available for replication by other projects.
4. Procedures for offering services to teen parents during the 1987-88 school year are established. These services will include:
   a. Career counseling/assessment
   b. Enrollment in appropriate educational/vocational classes
   c. Support services (child care, transportation, tuition/fees, books/supplies)
   d. Occasional workshops on job-related issues will be offered

POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

1. Social service agencies are more aware of vocational services, and positive links between public schools and the community college have been made. The result should be more students in vocational classes.
2. Teen parents should be more aware of vocational opportunities as well as have the support services that will enable them to attend vocational classes.

PRODUCTS DELIVERED:

1. 10 copies - Final Report
2. 10 copies - Profile of the Teen Parent
3. 10 copies - Career Orientation and Preparation Curriculum

The above were delivered to the State Board of Education in July, 1987.

ILLINOIS STATE BOARD OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

VOCATIONAL EDUCATION SINGLE PARENT AND HOMEMAKER SUMMARY

INSTRUCTIONS: Please complete one copy and return to the above address with your final report.

NAME AND ADDRESS OF AGENCY

Kishwaukee College
Malta, Il. 60150

PROJECT TITLE
Career Education & Training for Teen Parents Program

PROJECT DIRECTOR
Vicky Whipple

PROJECT NUMBER
27-RE-565

PERIOD OF REPORT
Begin October 1, 1986 End June 30, 1987

PARTICIPANT CHARACTERISTICS

Pleast list the number of participants served during this reporting period.

	NUMBER SERVED
1. Total	43
2. Sex	
Female	34
Male	9
3. Age	
13 and under	
14 - 15	3
16 - 19	35
20 - 21	5
22 - 44	
45 - 54	
55 +	
4. Ethnic Designation (Definitions on back)	
White, not Hispanic	40
Black, not Hispanic	
Hispanic	3
American Indian or Alaskan Native	
Asian American or Pacific Islander	

	NUMBER SERVED
5. Marital Status	
Divorced	0
Widowed	0
Married	7
Never Married	30
Separated	6
6. Education (Highest level attained)	
Bachelor's Degree	
Associate Degree	
Post H.S.	12
H.S. Graduate	6
H.S. (GED)	6
Dropout	16
H.S. Student	3
7. Employment	
Full-time	9
Part-time	10
Unemployed	
Seeking a job	3
Not seeking a job	21
Full-time student	

	NUMBER SERVED
8. Dependent Children	
None (pregnant)	2
One Child	36
Two Children	3
Three Children	2
Four or More	
9. Economic Status	
Public Assistance	13
Income:	
0 - 5,250	13
5,251 - 7,250	4
7,251 - 10,000	4
10,001 - 12,250	3
12,251 - 15,000	4
15,001 +	2

SERVICES PROVIDED TO SINGLE PARENTS AND HOMEMAKERS

Please put a check by the services your program provided and list the total number of participants who received each service during this reporting period.

	NUMBER SERVED
☒ 1. Vocational Education Training	
a. Number Referred	21
b. Number Enrolled	7
c. Number Completed	3
☒ 2. Child Care	
a. Number of Participants Served	10
b. Number of Children Served	12
☒ 3. Transportation	17
☒ 4. Tuition and Fees	15
☒ 5. Training Materials/Supplies	10

	NUMBER SERVED
☒ 6. Guidance and Counseling	43
☒ 7. Job Development	11
☐ 8. Job Placement	
☒ 9. Assessment	29
☒ 10. Individualized Career Plans	43
☒ 11. Workshops	17
☒ 12. Other (please specify)	
Career Orientation Class	16

David Lewis — *Signature of Responsible Agency Official*
Vice President — *Title*
7/28/87 — *Date*

ISBE 23 12 (1/87)

II. Expenditure of Funds

The Career Education and Training for Teen Parents Program received $41,448 of the $78,134 grant allocated to Kishwaukee College by the Illinois State Board of Education for the combined Single Parent/Homemaker-Teen Parents Programs. Budget and expenditures during the nine-month pilot project, October 1986 through June 1987, are as follows:

Category	Original Budget	Actual Expenditures
Personnel	$ 27,148	$ 27,148
Support Services	7,345	5,705
Materials	3,225	3,525
Travel	660	993
Indirect Costs	3,070	3,070
TOTALS	$ 41,448	$ 40,441 *

* $1007 was transferred from the Teen Parents Program to the Single Parents/ Homemaker Program at Kishwaukee College.

The program spent less money on support services than originally projected, and this money was transferred to the Single Parents/Homemaker Program. There are three primary reasons for this change:

(1) The amount of money allocated to consultant fees was reduced in order to purchase additional resource materials.

(2) The Program provided more services to high school and GED students than vocational students. This reduced the amount of money needed for tuition/ fees and other support services.

(3) The original budget for staff development and travel did not take into account the expense of two trips to Springfield for Program Coordinator's meetings.

III. Paid participants in Activity:

Vicky Whipple, M.S.Ed., Ed.S.
Kishwaukee College, Malta
Position: Coordinator
Background: professional counselor and career educator

Judi Cramer, B.S.
Kishwaukee College, Malta
Position: Instructor
Background: vocational education and business owner

Helen Winsor, Ph.D.
Department of Human and Family Resources, Northern Illinois University
Position: Consultant
Background: professor in vocational education and home economics

Mary Uscian, R.N.
DeKalb County Health Department
Position: Consultant
Background: Public health nurse

Kathy King, M.S.W.
DeKalb High School
Position: Consultant
Background: public school social worker

Deborah Silsby-Kepner, B.A.
Ogle County JTPA
Position: Consultant
Background: Coordinator, JTPA

Kathy Wellwood, M.S.
Youth Service Bureau, DeKalb County
Position: Consultant
Background: Executive Director, Youth Service Bureau

Marcia Beachy, M.S.
Private Practice, DeKalb
Position: Consultant
Background: professional counselor and massage therapist

IV. Resource Listing:

A. Material Resources:

Books:

-Teens Parenting

-The Career Game

-The Assertive Woman

-Balancing Home and Career

Booklets:

-Time for a Change: A Woman's Guide to Nontraditional Occupations

-Computer and Mathematics-Related Occupations

-The Sky's the Limit in Math-Related Careers

-Me and Others

-Me and Jobs

-Women in Nontraditional Careers

-Job Options for Women in the 80's

-Training for Transition

-The Challenge of Serving Pregnant and Parenting Teens

-Career Exploration Group Guide

-Understanding Yourself and Your Career

-Career Information Questionnaire

-Career Exploration booklets

Manuals:

-A Community of Caring

-teacher guide for Community of Caring

-Nurturing Program manual

-My Vocational Situation manual

-BEM manual and key

Filmstrip:

-Ages and Stages

Games:

-Expanding Career Horizions

B. Human Resources:

Sue Garland
parenting instructor, DeKalb County 4-C
presented a workshop on "Parenting Toddlers"

Human Resources (continued):

Joy Gulotta
Coordinator, Single Parents/Homemakers Program, Kishwaukee College
presented a workshop on "Money Management"

Dorothy Rossing
Director, DeKalb County WIC program
presented a workshop in "Infant Nutrition"

Jane Lux
Director, Family Planning Services, DeKalb County Health Department
presented a workshop on birth control

Allison Smith and Julia Denton
former teen mothers
led a workshop on their experiences as teen parents

V. Major accomplishments and Significant Findings

A. Description of results/program goals and objectives

1. Objective I: "to develop a comprehensive and inter-disciplinary program that addresses the multi-faceted education and employment issues affecting teen parents."

a. Goal 1: "A profile of teen parents will be formulated."
This profile was submitted with the Progress Report, but a revised copy is included with this Final Report.

b. Goal 2: "A plan for developing a curriculum on vocational exploration will be developed."
This plan was submitted with the Progress report.

c. Goal 3: "A testing/assessment packet will be developed."
This information was included in the Progress Report.

d. Goal 4: "Organize a consultant group."
Initially, the Teen Parents Program contracted with five people to serve as consultants: a vocational education instructor from Northern Illinois University, a public health nurse, a JTPA representative, a school social worker, and a youth services bureau director. Three group meetings were held, and consultants were also contacted between meetings for information and advice.

Two of the original consultants were unable to complete the term, and a sixth person, a professional therapist, was consulted regarding parenting issues for teen parents. The consultants provided invaluable information to the staff of the Program, based on their areas of expertise, made suggestions for the development and expansion of the program, and provided a support system to the staff.

e. Goal 5: "A comprehensive counseling program will be developed and utilized."

(1) Establishment of a referral system.
The first step in the establishment of a comprehensive program was to contact existing social service agencies, schools, and employment-related agencies in the community college district, which includes portions of two different counties. A brochure was mailed, a telephone call made, and a meeting arranged with each organization identified as working with teen parents. An agreement was reached about how referrals would be made. Most schools and agencies agreed to recommend the Teen Parents Program to their clients but leave it up to the teen parent to make the

initial contact. The Teen Parents Coordinator, in turn, would be the person responsible for following through and arranging a meeting with the teen parent once the initial referral was made.

(2) Gaps in services were identified, and attempts were made to fill those gaps.

(a). In Ogle County, the First Steps to Parenting Program, Lutheran Social Social Services, offers a full-range of services to teen parents, including a support group, transportation, home visits, referrals to WIC and other Health Department services, and personal counseling. The Ogle County JTPA provides job training and placement services to teen parents. It was, therefore, determined that the only services to be provided in Ogle County by the Teen Parents Program would be:

-vocational counseling/career assessment

-support services (child care and transportation) to students attending high school or G.E.D. preparation classes

-tuition/fees, books, and support services to teen parents taking remedial or vocational classes at Kishwaukee College.

(b). In DeKalb County, there is no comprehensive program for Teen Parents; the following gaps in service were identified:

-a pregnancy counselor only one day per week

-no support group for pregnant or parenting teens

-no family counseling services specifically for teen parents

-no regular home visitation program for teen parents

-no advocate to assist with navigating the social service system, finding housing, or following through with regular medical appointments.

-no transportation services to help teen parents attend WIC clinics, doctor's appointments, or other necessary meetings.

-limited educational/vocational assistance

The following steps were taken to fill these gaps in service:

-EDUCATIONAL/VOCATIONAL ASSISTANCE

-vocational counseling/career assessment

-support services to high school, GED, and college students

-tuition/fees and books to Kishwaukee College students

-SUPPORT GROUPS

-A weekly support group was offered during the months of February and March, 1987. It was held at the local YMCA, with babysitting available, and transportation to and from the meetings provided.

From one to six teen parents attended each group. At the end of this two months, the decision was made to drop the weekly support group and to instead offer occasional workshops. The amount of time staff had to devote to reminding teen parents of the meetings, arranging transportation, and preparing for a weekly meeting was felt to be too time-consuming. Also, trying to bring together teen parents from all over the district and from diverse backgrounds (high school, G.E.D., and college) was difficult.

-A second support group was offered at one of the local high schools. The school released pregnant and parenting teens from one class period each month; from two to four teens attended. The staff felt this was a productive way of meeting teen parents needs at the high school level.

-FAMILY COUNSELING

Attempts were made to offer family counseling to the extended families of teen parents. A letter was mailed to the families, explaining the Teen Parents Program and offering family counseling; there was no response. Direct offers were made to the teen parents to meet with their families; these offers were often refused or resulted in last minute cancellations. Other than meeting parents for an initial intake, this program had little success with including families in counseling.

-TRANSPORTATION

There is no public transportation that serves all of the college district, although there is limited bussing within the town of DeKalb. The Teen Parents Program was able to make arrangements with VAC, Voluntary Action Center - a service to elderly and handicapped individuals - to transport low income teen parents with no other source of transportation. The VAC bus would take them and their children to medical appointments, WIC clinics, and GED classes. Four teen parents in DeKalb signed a contracted for these services. A college van was used, & a van driver hired, to transport teen parents and their children to Teen Parents Program activities.

-CRISIS INTERVENTION

There were several timesthroughout the pilot project period that the Program Coordinator was called to provide crisis intervention services to teen parents. These included: a young mother being beat up by her boyfriend and arranging alternative housing for her; a severely depressed, suicidal client; a client charged with abuse by DCFS; clients experiencing the emotional upheaval of divorce and needing encouragement, etc.

-MONTHLY NEWSLETTER

In an attempt to keep participants up-to-date on program offerings and to provide some cohesion to a very diverse and geographically distributed group, a newsletter was mailed monthly from January through June, 1987.

-MENTORING SYSTEM

Local agencies and women's groups were contacted for the purpose of locating former teen parents who might serve as role models. Three young women expressed interest in helping. Two spoke at a workshop, but no one had the time to make a long-term commitment to ongoing contact with a teen parent. Since the program staff did not really have the time to devote to developing a volunteer program, this aspect was not pursued.

-MATERNAL HEALTH PROVIDERS

In order to more effectively meet the needs of pregnant teens in the county, a joint meeting of four agencies was arranged: the Health Department, Youth Service Bureau, Children's Home and Aid Society, and the Teen Parents Program. The following decisions were made as a result of this meeting: to request that the Children's Home and Aid Society provide a pregnancy counselor two days per week instead of only one; that the Youth Service Bureau implement a support group for pregnant teens in the fall; and that a directory of services to pregnant and parenting teens be prepared for distribution to all schools and agencies serving youth. The Teen Parents Program Coordinator prepared and printed this list; a copy is attached with this report.

-PARENTING TRAINING

Parenting classes were available in the county only to low-income and DCFS-referred families. A letter of support was provided to the DeKalb 4-C agency supporting their request to DCFS for funding

that would provide parenting classes for all families, regardless of income. The possibility of offering a parenting class specifically for teen parents was also discussed with the 4-C staff.

-INTERNS

Contact was made with several departments at Northern Illinois University to pursue the possibility of obtaining interns for the summer of 1987 and/or the 1987-88 school year. The interns could provide some of the services that are currently not available to teen parents such as transportation and home visits. At this time, no definite intern arrangements have been made.

After all of the above attempts to provide comprehensive services in DeKalb County, the staff decided that, with limited budget and personnel, it was impossible to fill all the existing gaps in service. Future efforts will be focused on providing educational/vocational services only.

(3) Educational/Vocational services were offered to teen parents in the Kishwaukee College district.

During the nine month pilot project, sixty-three (63) referrals were made to the Teen Parents Program. Forty-three (43) teen parents became participants. The original proposal was written with the intention of serving ten to fifteen teen parents.

Eleven participants were high school students, seventeen were involved in GED preparation, one attended basic skills classes (ABE), one was enrolled in remedial classes at Kishwaukee College, and seven enrolled in vocational classes at Kishwaukee College during the Spring semester. One student enrolled in a vocational class for Intercession, and three enrolled for the Summer Session.

Each participant was contacted regularly by the Program Coordinator. In addition to receiving career counseling, participants received encouragement and were helped to make decisions about any obstacles to completing their educational goals.

f. Goal 6: "A career counseling/assessment program will be developed and utilized."

(1) Participants were administered the Self-Directed Search, Form E, and the Career Decision Diagnostic Assessment. The SDS was scored immediately and used to help the teen parent identify possible career choices. The CDDA was computer-scored and used at a later date to explore any psychological barriers to career decision-making.

(a) The SDS was found helpful in assisting clients to explore career options. Since many career exploration activities are based on the same six cluster Holland code, the information on the SDS was easily transferrable to other activities. The decision was made to continue use of this instrument for the 1987-88 school year.

(b) The CDDA, on the other hand, did not seem to produce information that made an impact on participants. Only a small percentage of teen participants scored high on the instrument, indicating that they were facing a significant number of psychological barriers to making a career decision; the majority had low scores on the test, indicating relatively little internal conflict. The staff's conclusion was that teen parents face more external than internal obstacles in the process of making a career choice. It was, therefore decided to discontinue use of the CDDA. In its place, the MVS, My Vocational Situation, also developed by John Holland, will be used. It assesses career identity, career information, and obstacles to career decision-making.

(2) In addition to the above career assessment instruments, Teen Parent participants each signed a contract indicating their willingness to participate in the program and stating their short-term goal (from the time they entered the program through June 30, 1987.) The goals included choices such as: pass my high school classes, graduate from high school, prepare to take a GED test, complete the GED, pass vocational classes, etc. Contacts made with the participants by the Program Coordinator involved encouragement toward achieving their stated goal.

g. Goal 7: "Short workshops will be offered."

(1) A total of fifteen (15) workshops were offered, eleven (11) at the local YMCA, and four (4) at one high school. Topics were as follows:

2/2/87 - Common problems of teenage parents
facilitated by Vicky Whipple, Program Coordinator

2/9 - "Roles we Play"
facilitated by Vicky Whipple

2/16 - Parenting Toddlers
presented by Sue Garland, DeKalb 4-C agency

2/19 - Psychological barriers in career decision-making
facilitated by Vicky Whipple

2/23 - How my mother parented/How I will parent
facilitated by Vicky Whipple

3/2 - Career Options
facilitated by Judi Cramer, Program Instructor

3/9 - Experiences of former teen mothers
facilitated by volunteers

3/12 - "Families"
facilitated by Vicky Whipple

3/16 - Care of the Sick Infant
presented by Mary Uscian, R.N., DeKalb County Health Department

3/23 - Money Management
presented by Joy Gulotta, Single Parents/Homemakers Program

3/30 - Infant Nutrition
presented by Dorothy Rossing, WIC Director

4/9 - Career Types
facilitated by Judi Cramer

4/30 - Career Decision-making
facilitated by Judi Cramer

5/4 - Sexuality and Birth Control
presented by Jane Lux, R.N., DeKalb County Health Department

5/11 - Infant Massage
presented by Marcia Beachy, M.S., massage therapist

Attendance at the above workshops ranged from one (1) to six (6).

(2) Teen parents who were students at Kishwaukee College were informed of workshops offered by the Single Parents/Homemakers Program and the Student Services of Kishwaukee College. Topics for these workshops included assertiveness training, resume writing, job-seeking skills, etc.

(3) Teen parents who were income-eligible were referred to parent training classes offered by the DeKalb County 4-C Agency.

h. Goal 8: "Teen parents will be placed in appropriate educational/training programs."

From January, 1987, through June, 1987, teen parents who participated in this program were involved in the following educational/training programs:

(1) High School

-Eleven (11) attended high school

-Six (6) graduated from high school

-Four (4) will continue in high school next year

-one (1) dropped out

-This student had a baby in January, and turned 16 in February. Her intentions from the beginning were to drop out, but, with encouragement from the Teen Parents Program Coordinator, she returned to school after the birth of the baby. She dropped out in March because of the stress of a sick baby and an alcoholic/abusive boyfriend. She plans to attend G.E.D. classes in the fall.

-One other student was dropped by the high school while she was on maternity leave instead of being provided with home-bound tutoring because her family moved to another town. This happened at the end of May, and the young mother plans to return to high school in the fall.

(2) G.E.D. Preparation

-Seventeen (17) enrolled in G.E.D. preparation classes, attending at least once

-Six (6) completed a G.E.D.

(3) Basic Skills/Remediation

-One (1) teen parent enrolled in an A.B.E. (basic skills) class

-One (1) teen parent took remedial math and reading classes at Kishwaukee College during the Spring semester and passed

(4) Vocational Classes

-Ten (10) teen parents enrolled in vocational classes at Kishwaukee College for the Spring Semester. Classes included nursing, drafting, business management, office skills, and data processing.

-Six (6) completed their classes

-Three (3) withdrew and did not complete their classes

-One moved to California

-One experienced babysitting and transportation problems, along with emotional problems, in the aftermath of a separation from her husband

-One found that she lacked the math skills necessary to understand the data processing class she enrolled in; she withdrew and plans to take the Nelson-Denny Placement Tests at the college this summer and then take appropriate remedial classes in the Fall.

-One (1) took Incompletes and plans to finish the classes in the Fall. The trauma of divorce toward the end of the semester was too much for her to concentrate on school.

(5) Support Services

Financial assistance was made available to teen parents in the following ways:

(a) Child Care

-Ten (10) teen parents were provided with child care during the time they attended classes

-Twelve (12) children were involved

(b) Transportation

-Seventeen (17) teen parents either requested mileage reimbursement from the program or used the college van for Teen Parents activities.

(c) Tuition/fees

-Seven (7) teen parents for Spring Semester

-One (1) teen parent for Intersession

-Two (2) teen parents for Summer School

-Six (6) teen parents for G.E.D. registration fees

-Two (2) had Nursing Program application fees paid

(d) Books/supplies

-Books and supplies were purchased for ten (10) teen parents

(6) Other

Some teen parents did not register for classes during the pilot project but received counseling and made plans to attend classes in the Fall. In addition, sixteen (16) teen parents attend the Career Orientation and Preparation Class offered by this Program, and seventeen (17) attended the workshops offered.

i. Goal 9: "A vocational exploration curriculum will be developed and taught."

(1) After gathering and researching existing vocation exploration curricula, these materials were assessed regarding their applicability to teen parents. A vocational exploration curriculum was then developed for these young adults, focusing on their individual career interests, exploring nontraditional occupations, and reflecting current labor market trends.

(a) In order to identify student's occupational interests, a career assessment was administered to each individual, The Self-Directed Search. According to this assessment, all jobs are sorted into six general categories: Realistic, Artistic, Social, Conventional, Investigative, and Enterprising.

(b) Evaluation of the job forecast specifically for the northern Illinois area was conducted to select occupations for study that would have definite job openings in the future. This information was obtained from Northern Illinois University, Department of Social Science Research.

(c) The vocational fields offered at Kishwaukee College were considered for the curriculum since the Teen Parents Program provides funding to enroll in such courses.

The compiled list of jobs, from the above sources, provided students with a broad scope of career possibilities from which to choose.

(2) The initial Career Orientation-Preparation Class began March 3, 1987. It was taught at the YMCA, with the facilities being donated at no charge. The class met on Tuesday, Wednesday, and Thursday, from 3:00-5:00 p.m. for six weeks; by offering it late in the afternoon, it was hoped that high school students would be able to attend. Babysitting was provided, using the YMCA babysitter. A college van was leased and a van driver hired to provide transportation to and from the meetings, as well as for field trips.

(3) The class included group activities, class discussions, films, video tapes, speakers, job site tours, and panel discussions. Life skills, self-improvement and development were also taught. Usually, the first hour of each class was designated to a career field trip. The second hour focused on discussion and evaluation of the field trip and on certain life skills.

(4) Certificates were awarded to the teen parents who successfully completed the course. High school credit for this class is being sought.

2. Objective 2: "To establish a regional delivery system and community linkages that integrate training, education, and support services for teen parents."

a. Goal 1: "Agencies that assist teen parents will be identified."

Agencies contacted in Ogle County include:

-First Steps to Parenting/Lutheran Social Services
-Ogle County JTPA Job Training
-Ogle County Truancy Program
-Ogle County Health Department

Agencies contacted in DeKalb County include:

-DeKalb County Health Department
-Children's Home and Aid Society
-Family Service Agency
-Ben Gordon Community Mental Health Center
-Department of Children and Family Services
-DeKalb County Public Aid
-DeKalb County 4-C (Coordinated Child Care)
-DeKalb County Youth Services Bureau
-KDK Job Training (Kane-Kendall-DeKalb JTPA)
-Job Service
-DeKalb County Truancy Program
-DeKalb County Juvenile Court Services

In addition to the above agencies, all ten area high schools that are served by Kishwaukee College were contacted.

b. Goal 2: "A referral system will be established."

(1) The Teen Parents Coordinator initiated contact with all agencies and schools to set up a referral system, as described under Objective 1.

(2) The Program Coordinator met regularly with the DeKalb County Youth Providers Committee, a monthly meeting of all area youth providers (schools, DCFS, social service agencies, juvenile court, police, truancy) for the purpose of encouraging networking.

(3) The Program Coordinator called personnel in other agencies on a regular basis to discuss clients and service delivery.

(4) Participants were referred to the Teen Parents Program from the following sources:

8 - friends, relatives
8 - school counselors or social worker
16 - Kishwaukee College staff (GED teachers, ABE counselor, KEEP, Single Parents/Homemakers Program, etc.)

3 - newspaper
2 - Youth Services Bureau
3 - Health Department
1 - Children's Home and Aid Society
1 - Public Aid
1 - DeKalb County 4-C Agency

(5). As part of the initial intake procedure, teen parents were asked what services they were receiving. When they were either unaware of services or not making use of them, a referral was made. The following referrals were made by the Teen Parents Program to other agencies:

13 - WIC
6 - Family Planning
5 - Public Aid
7 - JTPA, KDK Job Training
6 - Children's Home and Aid
2 - Single Parents/Homemakers
9 - Ogle County First Steps to Parenting
2 - Parenting classes, DeKalb 4-C
2 - Youth Services Burea Support Group for pregnant teens

c. Goal 3: "Community agencies will provide major services to teen parents with the Teen Parents Program providing supplementary services." Services available in the Kishwaukee College district were described in Objective I, as were the attempts by the Teen Parents Program to fill the gaps in services. Given the amount of funding and personnel available, the Teen Parents staff decided that the most effective use of its time and energy was to limit its services to educational/training efforts while working with existing local agencies to coordinate delivery of other services.

d Goal 4: "Evaluation of the regional delivery system will be elicited."

(1) Evaluation of the regional delivery system was sought at the three consultant meetings held during the pilot project. As a result of a suggestion by the consultants, the Teen Parents Coordinator arranged a meeting with three other agencies - the Health Department, Youth Services Bureau, and Children's Home and Aid Society - to discuss gaps in service to pregnant teens. Another suggestion from the consultants was to contact Northern Illinois University for interns in order to be able to offer additional services.

(2). Evaluation was also sought from the Kishwaukee Education Consortium, the Education for Employment delivery system in the Kishwaukee College district. The Coordinator met twice with the Consortium - once with the principals and once with the superintendents of local high schools-

and twice with its director, John Cassani. In all these meetings, approval and encouragement were expressed by Consortium members regarding Teen Parents Program activities.

(3) The Program Coordinator also met weekly with the Adult Basic Education staff at Kishwaukee College to coordinate services. The Coordinator of the Single Parents/Homemakers Program was especially helpful in identifying referral agencies and determining the types of services to be delivered.

B. Product Abstract

See enclosed form.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Career Orientation and Preparation for Teen Parents Curriculum

2. Date material was completed July, 1987

3. Please check one: New material x Revised material ____ Field-tested material ____

4. Originating agency Teen Parents Program, Kishwaukee College

   Address Malta, Illinois Zip Code 60150

5. Name(s) of developer(s) Judi F. Cramer

   Address Kishwaukee College -- Malta, Illinois Zip Code 60150

6. Developed pursuant to Contract Number 27-RE-565

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   X Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary ____ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) x Other (Specify) teen parents 14-21

9. Intended for Use By:

   ____ Student ____ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   x Other (Specify) Career Educator

10. Student Type:

    ____ Regular x Disadvantaged ____ Handicapped
    ____ Limited-English Proficiency x Other (Specify) Teen parents

11. Medium and Format of Materials:

x HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages 115	____ Minutes	____ Minutes	___ B & W
x Paper bound	___ B & W	___ B & W	___ Color
___ Hard bound	___ Color	___ Color	
___ Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No ____		
Diagrams: Yes x	No ____		

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(Specify) _____

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___ Cassette
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12. Availability

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Submitted to ERIC
_____ Not available
_____ Loan copy available

Contact: Name Vicky Whipple Phone (815-825-2086

Address Teen Parents Program, Kishwaukee College Zip Code
Malta, Il. 60150

13. Copyright Restrictions:

Contact: Name _____ Phone ( ) _____

Address _____ Zip Code _____

14. What level(s) of assistance is required to provide implementation of this outcome?

_____ awareness _____ understanding
_____ deciding __x__ implementing

15. Are Consultive/Inservice for staff development) available? Yes __x__ No _____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet, if necessary.)

17. Person Completing this Abstract: Vicky Whipple

Full Address

Teen Parents Program
Kishwaukee College
Malta, Il. 60150

Zip _____

PRODUCT ABSTRACT: General Description

The Career Orientation and Preparation for Teen Parents Curriculum was developed and then taught to teen parents in the Spring of 1987. The curriculum contains the following information:

(1) Background information on the development of the curriculum, samples of forms used, and general information on how the pilot class was conducted.

(2) Lesson plans on ten (10) subject areas:

a. Values
b. Aptitude, Abilities, Skills
c. Self-esteem
d. Assertiveness
e. Decision-Making
f. Goal-Setting
g. Sex Role Stereotyping
h. Non-Traditional Careers
i. Career Sense
J. Career and Job Resources

Each unit is self-contained; objectives, directions, and handouts are included.

(3) A resource list of both audio-visual and written materials is included.

The curriculum, in combination with field trips to job sites, guest speakers, and videos is intended to introduce teen parents to the world of work, with an emphasis on considering non-traditional careers. The materials are intended as a general guide to be used at the discretion of the instructor since flexibility is important to the success of programs involving teen parents.

The occupations explored by the class were determined by (1) individual participant interests, (2) local job market projections, (3) non-traditional careers, and (4) vocational training available at the community college.

C. Major Dissemination Activities

1. Awareness of program:

-1000 brochures were distributed to agencies, schools, and participants

-3 major mailings were made to agencies: one announcing the program, one announcing a support group, and one for the career orientation class

-4 news releases (see attached)

-1 TV program on local cable TV; the Program instructor and one Teen Parents participant were interviewed

-staff participation in the community programs around the "Generation At Risk" Public Video presentation

2. Understanding services provided by program

-3 meetings held with consultants

-63 contacts with potential clients, 43 became participants

-1 meeting with each of the following agencies to establish a referral system and exchange information:

-DeKalb County Health Department

-First Steps to Parenting, Ogle County

-Youth Services Bureau, DeKalb County

-Ogle County JTPA

-KDK Job Training

-DeKalb County Public Aid

-Children's Home and Aid Society

-IDA (Sycamore alcohol prevention group)

-Job Service

-7 meetings with the DeKalb County Comprehensive Youth Providers Committee

-2 meetings with the Kishwaukee Education Consortium, one with the principals, one with the superintendents

-2 meetings with John Cassani, Director, Kishwaukee Education Consortium

-1 meeting with Kishwaukee College Student Services staff

-1 meeting of maternal health providers

-1 meeting with Northwestern Illinois Career Education Service Center

-1 meeting with Mary Haddad, Sex Equity Coordinator

-approximately 50 phone calls to the above agencies to exchange information and coordinate services to teen parents during the pilot project

3. Develop a Career Orientation Curriculum
   -the curriculum was completed and a copy attached
   -class taught March 3 - April 9, with 16 teen parents attending
4. Understand the regional delivery system
   -Referrals were made to the Teen Parents Program by
      8 - friends, family
      8 - social service agencies
     16 - Kishwaukee College staff
      3 - newspapers
      8 - public schools
   -The Teen Parents Program participated in the community programs around the "Generation at Risk" TV Video, sitting on a panel with other social service providers
5. Understand progress of program and participants.
   -Progress Report submitted in December, 1986.
   -Final Report submitted in July, 1987.

D. Staff Development
1. The Program Coordinator attended the following staff development actvities:
   a. ISBE Project Coordinator meetings - October, 1986, and April, 1987 Spingfield, Illinois
   b. "My Counselor Said I Should Be a Shepherd" - career counseling workshop - Sterling, Illinois - October, 1986
   c. Annual Conference, Association for Marital and Family Therapy -4 day conference in Orlando, Florida - October, 1986
   d. Teaching Nurturing Skills workshop - April 1-2, 1987 Madison, Wisconsin
2. The Program Instructor attended the following activities:
   a. "Teaching Parents of Children to Read" - DeKalb, Illinois
   b. "Recognizing Learning Disabilities in Adult Learners" - Kishwaukee College
   c. "Counseling Techniques for the Adult Learner" - Kishwaukee College
3. Both the Coordinator and Instructor visited Family Focus/Our Place in Evanston, Illinois, as a staff development activity in June, 1987.
4. The Program Coordinator provided two inservice trainings for the Adult Basic Education staff:
   a. Counseling Techniques for the Adult Learner, April, 1987
   b. Explanation of the BEM sex role inventory, June, 1987

E. Publicity

1. Local news releases
   a. October 17, 1986 - announcing the new program
   b. December 9, 1986 - seeking vocational students for spring semester
   c. January 23, 1987 - announcing formation of a support group
   d. February 21, 1987 - announcing a career orientation class
2. Mailings to local agencies, schools:
   a. October, 1986 - announcing the new program
   b. January, 1987 - announcing the support group
   c. February, 1987 - announcing the career orientation class
3. Other publications:
   a. Kishwaukee College Alumni Newsletter, Winter 1987
      brief article announcing the new program
   b. Linkages, Winter 1987 (National Institute for Staff and Organizational Development at the University of Texas, Austin)
      brief report on the new program
   c. AACJC Journal, April/May 1987 (Community and Junior College Journal)
      brief article on the career orientation class
   d. ERIC Clearinghouse requested a copy of our final report for inclusion in their data base.
4. Presentations:
   a. The Program Coordinator participated in a panel for the TV Video presentation "Generation at Risk"; newspaper coverage after the event also identified the program
   b. The Program Coordinator will be making a presentation on "A Multi-disciplinary Approach to Teen Parents" at the Annual Conference of the Association for Marital and Family Therapy in October in Chicago, Illinois.
   c. The Department of Children and Family Services has requested a presentation on the problems of teen parents in September, 1987.
   d. The Program Coordinator is serving on a subcommittee for the Comprehensive Youth Providers Committee whose goal is to present an all-day youth conference where one of the workshops would be on teen parents.
   e. The Teen Parents Program Coordinator and the Single Parents/Homemakers Coordinator are presenting a workshop on "Counseling Women" at the Northern Area Adult Education Service Center in October, 1987.

CAREER ORIENTATION AND PREPARATION CLASS

FOR TEEN PARENTS

March	3) Who Am I? Getting to know myself.	4) Breakout: Women in Trades. Video Traditional/non-traditional careers	5) Police Department Tour Apprenticeships Gary Wiggins, speaker
March	10) DeKalb Corporation Tour	11) Contel Tour at Sycamore	12) Hair Professionals Career College Tour
March	17) Fire Department Tour (Includes a film)	18) Computer Tree Tour	19) Kishwaukee College Tour: Agriculture and Automotive Departments

March	24) Growing Place Tour	25) Kishwaukee College Tour: Horticulture Department	26) Advantage Travel Bev Conrad, speaker
March/ April	31) Kishwaukee Hospital Tour	1) Contel Tour at DeKalb	2) Kishwaukee College Tour: Nursing and Radiology Departments
April	7) Kishwaukee College Career Day '87 (9:30-11:30 p.m.) Valley Corporation Tour	8) Ideal Industries Tour	9) Panel: Women in Non-traditional Careers Evaluation

CAREER ORIENTATION AND PREPARATION CLASS

FOR TEEN PARENTS

Location: YMCA
Time: 3:00--5:00 p.m.
Days: Tuesday, Wednesday, Thursday

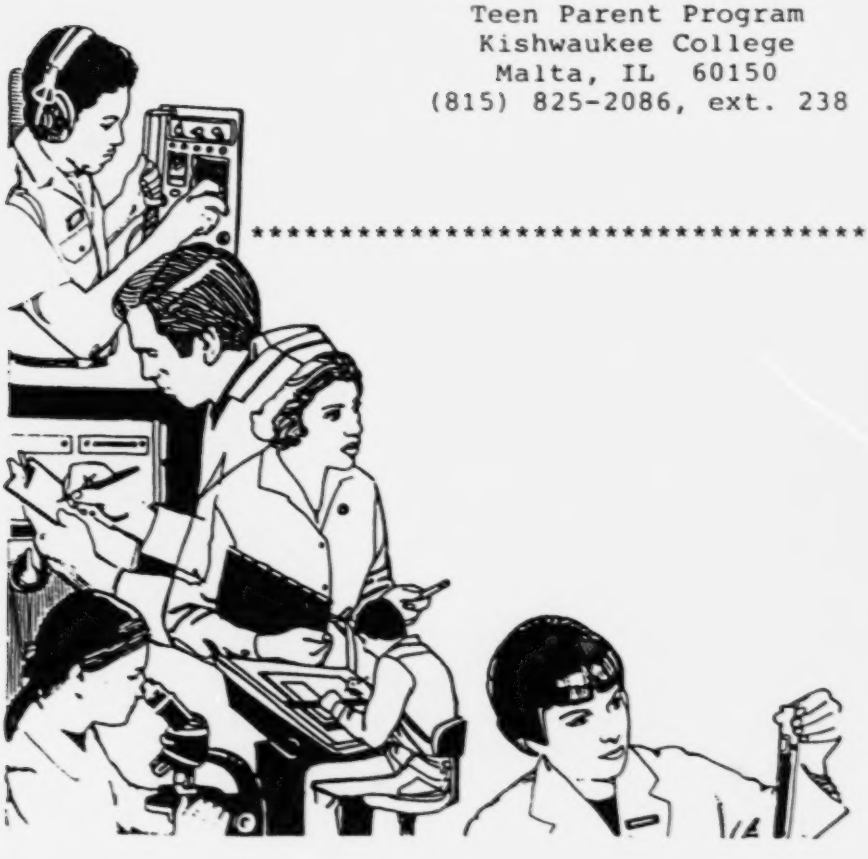
Careers to be explored:

Accounting, CPA
Agriculture
Auto Body Paint and Repair
Automotive Technology
Clerical, Office Work
Computer Fields
Day Care and Pre-school -- Director, Teacher, Aide
Data Processing
Drafting
Electronics
Emergency Medical Technology
Fire Protection and Paramedic
Horticulture -- Floral Design, Landscaping Design, Nursery Manager, Golf Course Manager
Laboratory Technology
Law Enforcement, Police Officer
Management
Manufacturing Technology
Medical Secretary
Nursing
Radiology Technology
Travel Agent
Cosmetology

****

Babysitting/Transportation Available
Open to any parent (14-21 years)

Judi Cramer, Instructor
Teen Parent Program
Kishwaukee College
Malta, IL 60150
(815) 825-2086, ext. 238



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Attn: Vicky Whipple
Teen Parents Program

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The **TEENS PARENTS PROGRAM** at Kishwaukee College is a participant in the **BUILDING OPPORTUNITY PROGRAM** of the Department of Adult, Vocational, and Technical Education in the Illinois State Board of Education. It is funded through the Carl D. Perkins Vocations Education Act of 1984.

BUILDING OPPORTUNITY

It is the policy of Kishwaukee College not to discriminate on the basis of sex, age, race, creed, religion, national origin or handicapped status in its educational programs, activities, or employment practices as required by the Federal Regulations. Inquiries regarding compliance may be directed to Dr. Dave Louis, Vice-President at Kishwaukee College. (815)825-2086

6/87

CAREER EDUCATION AND TRAINING FOR

TEEN PARENTS PROGRAM

Where the student comes first!

KISHWAUKEE COLLEGE
Route 38 & Malta Road
Malta, IL 60150-9699
(815)825-2086

Twenty Years

38

The TEEN PARENTS PROGRAM serves single parents between the ages of 14-21 who reside in the Kishwaukee College district.

The goals of the **TEEN PARENTS PROGRAM** are:

(1) to enable teen parents to complete their education and/or receive vocational training

(2) to assist teen parents with setting career goals and becoming employable

(3) to refer teen parents to other community resources for:

-pregnancy counseling

-family planning

-nutrition/health

-parenting training

-job readiness skills

-employment

FOR MORE INFORMATION, CONTACT:

Vicky Whipple, Coordinator
(815)825-2086, ext. 238

The TEEN PARENTS PROGRAM provides the following services:

* *Assistance with completing*
  -high school
  -G.E.D.
  -remedial classes/basic skills
  -vocational classes

* *Career Assessment and Counseling*

* *Career Orientation Classes*
  -explore a variety of career options
  -visit local firms
  -consider nontraditional careers

**Job Preparation Workshops*

* *Support Services*
  -**Child Care** (*reimbursement for child care while attending classes*)
  -**Transportation** (*reimbursement for mileage to and from classes*)
  -**Tuition/fees**
    -tuition at Kishwaukee College
    -fees for G.E.D. or Kishwaukee classes
    -fees for admission to vocational programs
    -books/supplies

CAREER EDUCATION AND TRAINING FOR TEEN PARENTS PROGRAM

Please contact me.

Name _____

Address _____

Phone _____

VI. Problems

A. There was some delay in the delivery of products due to a delay in the hiring of the Program Coordinator and Instructor. The Coordinator began October 13th instead of October 1st, and the Instructor didn't begin until November 17th. As a result, the survey of literature, the vocational exploration curriculum outline, and the contacting of agencies to set up a referral system was delayed until December instead of being completed in October, 1986. Also, workshops were not offered until February instead of the original target goal of December, and the Career Orientation Class was taught in March and April instead of January through March as originally scheduled.

B. The original proposal was written with the intention of serving ten to fifteen teen parents. During the nine month pilot project, sixty-three contacts were made, and forty-three participants became enrolled in the Program. This was an overwhelming case load for one counselor and one instructor.

C. The wide age difference (14 - 21), the multiple educational levels (high school, GED, and college), and the broad geographic distribution (parts of two counties in a rural area with no public transportation system) made it impossible to bring together all the participants at one time or place for workshops or a career class. The needs of younger teens in high school were different from older teens in college. The Teen Parents staff felt pulled in many different directions trying to meet the needs of this diverse group.

D. The goal of the original proposal, to establish a comprehensive program with the Teen Parents Program filling in any gaps in services found in the regional delivery system, proved to be too difficult to accomplish. A strong referral system was developed with existing agencies, but there are some services that do not exist in DeKalb County and which will have to continue to NOT exist at this time since the Teen Parents Program does not have the time, money or personnel to provide these services. This would include a regular support group, family therapy services, home visits, parenting training for teen parents, tranportation, and advocacy services.

E. It has been awkward for a representative of Kishwaukee College to work with students still in high school. As an "outsider" to the public school system, the Coordinator was not included in staffings or home-bound tutoring plans; the Coordinator also did not know the "ins and outs" of the public school system. Fear of damaging the good relationship with school personnel that was established inhibited the Coordinator from being an effective advocate on behalf of Teen Parents participants. A prime example of this occurred when a young mother was labelled a drop out by her school and not provided with home-bound tutoring because her family moved to another town. Someone working within the public school system might have been able to prevent such a tragedy.

F. Although limited time and funding made it necessary to limit services to an educational/training focus, it is impossible to entirely separate the educational needs of teen parents from their health, parenting, family, and personal issues. All of the literature on teen parents indicates that effective programs must be comprehensive; when services are fragmented, teen parents "fall through the cracks." Teen parents are able to build a trusting relationship with one person, but in DeKalb County, teen parents must work with as many as six different agencies to have all their needs met. They are unable to follow through with the responsibility of contacting many different people. Likewise, when a teen is in crisis, staff need to provide assistance, not tell them that it's not their job and send them elsewhere.

G. It is difficult to work only with teens who have become parents and not try to provide better prevention services in the district. The Teen Parents staff became aware of the need for improved sex education in the middle and high schools, as well as the need to work with churches to increase their awareness of the problem. Again, a comprehensive approach to the problem would be more effective.

H. There are no funds in the budget for clerical assistance; Kishwaukee College does not have staff available to assist with office work either. Consequently, staff members must do their own typing and clerical work. This results in inefficient use of their time, time that could be spent providing direct services to teen parents, and poor use of program funds.

I. The Carl D. Perkins guidelines, which limit provision of services to single teen parents, is unfair and discriminatory against married teen parents. It was a source of frustration to both the Teen Parents staff, the Teen Parents participants, and the other agencies in the regional

delivery system.

J. Only one out of forty-three teenparents who participated in this program were willing to consider the possibility of a nontraditional career; the majority expressed interest in secretarial science, childcare, or other traditionally female occupations. Continued exposure to the concept of nontraditional careers is necessary, but the conclusion can also be reached that this exposure needs to begin at the preschool and elementary school levels if it is really going to have an impact on young people.

VII. Summation of Evaluation Data

A. Consultants

1. Consultants were asked to self-evaluate their contributions to the Teen Parents Program. Three of the six paid consultants turned in a formal written evaluation which stated their personal contributions to the program and their opinions of the contributions of the Teen Parents Program to the Kishwaukee College district. These evaluations are included in the Appendix. In general, consultants indicated that they felt that the Teen Parents Program made a significant contribution to meeting the needs of teen parents; they were disappointed that continued funding for the program was cut instead of expanded.

2. Staff evaluation of consultants includes the following comments:

a. The consultant group proved to be effective and resourceful for Teen Parents Program's success. The contributions from these highly qualified individuals were numerous: they provided support, networking, insightful information, and good advice.

Mary Uscian was helpful in presenting the maternal health/ pregnancy needs of teen parents. With her assistance, a meeting was arranged with all maternal health providers to coor nate services and discuss gaps in services. She also facilitated referrals between all the services at the Health Department and this program.

Kathy Wellwood was extremely helpful in problem solving the needs of teen parents in crisis, i.e. arrangements for the young mother battered by her boyfriend. She was also helpful at giving staff inside information on how the social service system works. Kathy King, likewise,assisted staff with understanding the public school system.

Dr. Helen Winsor, from Northern Illinois University, was instrumental in the development of the career orientation curriculum. Her contributions of time and expertise in reviewing and critiquing

the curriculum were invaluable. She also donated additional time to assist the staff in developing a needs assessment questionnaire that will be used in the coming fiscal year.

b. In hindsight, the Teen Parents staff felt the following procedures would have made better use of the consultants:

-More frequent group meetings; once every three months was too far apart. Assistance was especially needed more in the beginning of the program; later in the program, the networking system developed with local agencies began to replace the need to seek advice from consultants.

-Specific responsibilities assigned to consultants between meetings

-A formal evaluation of their contributions instead of a self-evaluation

B. Teen Parents Program participants

Participants were asked to complete a formal evaluation of the program; 18 of the 43 participants complied. Seven facets of the program were evaluated, using a scale of 1-5, with 1 being "Not helpful" and 5 being "very helpful."

1. Personal Counseling Sessions

   a. Scores: 7 rated '5'
   8 rated '4'
   3 rated '3'

   b. Comments: Teen parents indicated that sessions would have been better if they had been more frequent, longer, or at night.

2. Career Assessment

   a. Scores: 4 rated '5'
   6 rated '4'
   6 rated '3'

   b. Comments: All but one participant indicated that the career assessments had helped them understand what kind of career they would like to pursue in the future.

3. Support Group/Workshops

   a. Scores: 6 rated '5'
   2 rated '4'
   3 rated '3'

   b. Comments: The one complaint voiced by many teen parents was that not enough people attended the workshops. Those who did not attend indicated that they were working or had some other conflict at the

time the workshops were offered.

4. Career Orientation Class

   a. Scores: 4 rated '5'
   3 rated '4'
   2 rated '3'

   b. Comments: In response to the question, "What did you learn from attending", the following replies were made:
   -different kinds of occupations that can be held at one location
   -different job opportunities
   -that there are classes at Kish for what I want to do
   -the socializing aspect

5. Education Retention

   (the influence of the Teen Parents Program to stay in or return to school)

   a. Scores: 11 rated '5'
   3 rated '4'
   1 rated '3'

   b. Comments:
   -The Teen Parents Program made me realize that a college education is more important than I thought
   -They helped me understand that I need a high school education to get a good job
   -I would not be able to attend without help; I was encouraged all the time
   -Without it, there would have been no returning to school

6. Financial Assistance

   (tuition/fees, books, child care, transportation)

   a. Scores: 10 rated '5'
   1 rated '4'
   1 rated '3'

   b. Comments: Half the respondents indicated that they would not have been able to attend school without financial assistance; the other half indicated that they would have attended, but it would have been more difficult.

7. Over-all Evaluation of the Teen Parents Program

   a. Scores: 13 rated '5'
   2 rated '4'
   2 rated '3'

b. Comments: When asked, "What did you gain from participating in this program?", the following answers were given:

-Hopefully my GED and a career goal
-a lot about how to treat my child
-I learned about some things that I didn't know or understand
-help with getting started with a GED
-I learned more about different careers and they helped me understand how important school is
-I met different people and got to find out about Kishwaukee College
-friends who are going through the same thing I am
-how to care for a sick child
-support
-there are a lot of things to be done when you become a parent
-Talking to Vicky really made me want to go back to school
-the help I needed when I was having problems at home
-that other people are in my situation
-Greater knowledge of the possibilities in the field I want to get into
-I understand I'm not the only one who is in this situation
-It helped to talk to other girls
-I gained a chance to continue my education; without this program, it wouldn't have been possible
-Thanks for your help

C. Workshops

At the end of each workshop, participants were asked to complete an evaluation form. A total of 19 evaluations were handed in.

1. 14 participants rated the workshop they attended as being very helpful, 5 as somewhat helpful.
2. Every participant indicated that the material presented was relevant and interesting
3. Comments about what they liked most centered on enjoying meeting other teen parents who had similar problems.

D. Educational Program -- Appropriate Placement

Participants in the program either continued in high school, began working on a GED (TABE tests were administered by GED teachers to determine math and reading levels), attended basic skills classes (again based on TABE test results), took remedial classes at Kishwaukee College (based on the results of Nelson-Denny tests given at the college), or took vocational classes.

Students who withdrew or did not complete their educational programs did so due to personal problems rather than inappropriate placement, except for one individual. She enrolled at the last minute in a data processing class without having taken the Nelson-Denny Placement Tests at the college; we withdrew her from class when she realized she did not have the math ability to understand the material. She plans to take the Placement Tests this summer and enroll in school in the Fall.

E. Career Orientation and Preparation Class

1. Teen parents who attended the classes were asked to fill out an evaluation at the end of the six weeks. They indicated that the parts of the course that were the most helpful were:
   -speakers
   -tours
   -the instructor
   -class discussions and handouts
   -socialization with other teen parents
   The benefit of meeting other teen parents seemed to be the most meaningful aspect of the course.
2. Teen parents indicated that they liked the constant contact by the Instructor through
   -weekly phone calls to invite them to attend
   -weekly flyers informing them of the week's class schedule
3. Suggestions from the students to improve the course included:
   -change the class time so that it did not conflict with high school classes (every high school in the area ended their day at a different time, from as early as 2:30 to as late as 3:30)
   -lengthen the class time so there was more time for tours and discussion
   -meet less days per week; three days in a row was tiring
4. Difficulties faced by the Instructor in planning the class included:
   -variety of daily schedules
   -age variance of participants
   -different levels of education
   -responsibilities of parenthood interfering
   -lack of transportation - van drivers who didn't show up
   -teen parents not having a phone

5. The course included a panel presentation of four women in nontraditional careers. Besides having nontraditional jobs, some were single parents and one had been a teen parent, so they could really relate to the single teen parent's situation. Both instructor and students thought the panel was excellent.
6. Additions that will be made to the curriculum in the future include exposure of teen parents to community resources. Few teen parents were knowledgeable of services such as JTPA, the public library, or the career information available at Kishwaukee College.

F. Regional Delivery System

In June, 1987, sixteen letters were mailed to local social service agencies who had been contacted by the Teen Parents Program during the pilot project. Thirteen replies were received, with the results as follows:

1. Have you networked with the Teen Parents staff?
   yes - 11
   no -2
   How helpful was this contact?
   very helpful - 8
   helpful - 3
2. How effective is the current level of networking and referral for teen parents in the Kishwaukee College district?
   exceptional - 4
   adequate - 7
   inadequate - 2
3. Are there gaps in services to teen parents in DeKalb County?
   yes -4
   no - 4
   If yes, what are those gaps?
   -housing assistance
   -services for PREGNANT teens
   -ongoing counseling for teen parents
   -financial aid and low cost day care
   -teen parents not aware of all services
4. What would increase the effectiveness of the current regional delivery system?
   -more funding
   -more support services

-more knowledge in the community of what is available to teens
-how to avoid teens slipping through the cracks
-a comprehensive program under one agency
-regular joint meetings with all agencies serving teen parents

VIII. Statement of Impact

A. A program to assist teen parents in the Kishwaukee College district with their educational/vocational needs is now firmly in place. Teen parents can receive career counseling/assessment and support services that will enable them to finish high school, complete a GED, improve their basic skills, or receive vocational training at Kishwaukee College.

B. A strong referral system, linking all existing services for teen parents in the Kishwaukee College district, now exists. The Program Coordinator has a good working relationship with the public school system, the social service agencies, the Kishwaukee Education Consortium, and the job development/placement services in the district.

C. A career orientation and preparation curriculum, with an emphasis on non-traditional careers, has been developed and is now available for replication in other programs.

D. Forty-three teen parents received assistance from the Teen Parents Program, with six graduating from high school and six completing GEDs.

IX. Conclusions and Recommendations

A. The 9- month pilot project of the Career Education and Training for Teen Parents Program of Kishwaukee College was successful in establishing a regional delivery system for teen parents that offers career counseling and support services to enable teen parents to reach their educational/vocational goals. In addition, a career orientation and preparation curriculum was developed. Ideally, the recommendation would be made for additional funding and expansion of services so that gaps that currently exist in services to teen parents could be filled. If funding were available, the recommendation would be made for four (4) full-time staff as follows:

1. Coordinator/Counselor: oversee the program and work primarily with GED and vocational students
2. High School Advocate: work with pregnant and parenting teens in local high schools and assist school systems in developing effective sex education/prevention services.

3. Instructor/Job Developer: teach a career orientation class and workshops; provide job development and placement services specifically for teen parents who participate in the program.
4. Home Visitation Coordinator: provide health and parenting services in teen parent's homes; provide transportation to medical appointments; work as an advocate on behalf of teen parents.

B. In light of known budget cuts for the 1987-88 school year which will reduce the program to one full-time staff member, the following recommendations are made:
1. There is a great need for an "umbrella" program in DeKalb County to deliver comprehensive services to teen parents instead of the current fragmented delivery system. The Teen Parents Program should network with other agencies to seek funding to provide such a program.
2. The Teen Parents Program will limit its services during the 1987-88 school year to the following:
   a. Career counseling/assessment
   b. Occasional workshops on subjects of interest to teen parents, such as assertiveness training, nontraditional careers, sex role stereotyping, combining home and career, etc.
   c. Support services (child care, transportation reimbursement, tuition/fees, books/supplies) and personal counseling to enable teen parents to complete high school, GED, basic skills, or vocational classes
   d. Referral to other agencies for all other needs
3. It would be more appropriate for the educational/vocational needs of high school students to be served by the public school system than by a community college. If current public school personnel are not able to offer adequate services, then this Program recommends that the Kishwaukee Education Consortium fund this resource. The needs of high school students are different from older teen parents; one program with limited resources cannot adequately addresss all these needs.
4. Funds for child care should be available for babysitters who are not licensed and also for the infant's grandmothers. The Department of Children and Family Services will pay for child care even if the sitter is not licensed; I recommend that the State Board of Education also allow this. In addition, many grandmothers provide child care services, creating conflict and dependency issues with the teen mother. If young mothers could pay their own mothers for child care, it would

empower them to feel more in control of their situation and create a clearer boundary between who is the mother and who is the grandmother.

5. The Program Instructor recommends the following for the Career Orientation and Preparation Class:
   a. In order for the course to be effective, the Instructor needs more personal contact with the individual student than just the class time. The Instructor should study the career assessments, interview each student, explain the class objectives, and ask for the student's input prior to class beginning.
   b. The curriculum should be adapted to meet the needs of the class participants. The success and worthiness of the course depends on the flexibility to address each class differently.
   c. At the beginning of the class series, the Instructor should assist each student to identify his/her career interest area, select related careers that are appealing, and then develop specific goals (short and long term) to accomplish their chosen careers. After completing the course, individual conferences should be conducted, and participant's goals and progress should be reassessed.
   d. It is recommended that the class meet 2½ hours per day, two days per week for 8-9 weeks.
   e. The course should be offered at more than one site in this rural area in order to accomodate teen parents from all over the district.

C. When the State Board of Education requires Program Coordinators to attend meetings in Springfield, it should reimburse the programs for the expenses incurred: transportation, meals, and, if necessary, hotel accommodations.

X. INDIVIDUAL SUCCESS STORY

"Jane" had a baby girl during the summer between her junior and senior years in high school. She continued to live at home with her family while continuing to also see the father of the baby and considering marriage as a future possibility.

Jane returned to school in the fall of her senior year, but her attendance was poor, especially during the second semester. She became involved in the Teen Parents Program in February, 1987, when she began attending the workshops and later the career orientation class.

In April, it came to the attention of the Coordinator of the Program that Jane was skipping a lot of class; a conversation with the high school counselor clarified that she was in danger of not graduating. The Coordinator met with Jane and her mother to discuss the situation, arranged for the high school counselor to contact each teacher to determine what she had to do to pass her classes, and then monitored Jane's progress until the end of the school year. Jane graduated on June 5, 1987.

Jane has also been helpful in reaching out to other teen parents to warn them of the counsequences of teen pregnancy. She spoke at several health classes at her high school; she also participated in a local cable TV interview in April.

While attending the career orientation class, Jane expressed interest in nontraditional career interests; her father had been a carpenter and a union member, and she enjoyed working with him as she was growing up. However, she talked with the Teen Parents staff about enrolling in the secretarial science program at Kishwaukee College. The Instructor of the Program investigated apprenticeships, union memberships, and training available to enable Jane to enter the construction field; at this time, Jane is at least considering this as a viable possibility.

APPENDICES

A. Profile of the Teen Parent and bibliography

B. News Releases

C. Consultant Evaluations

D. Forms

A PROFILE OF THE TEEN PARENT

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Teenage sexuality, pregnancy, and parenting have been issues of concern in the 1980's. With the United States having the highest teenage birth rate among the world's developed nations, as well as being the only country where teenage pregnancy is increasing (Alan Guttmacher Institute, 1981), there is reason for alarm.

In 1982, there were over half a million babies born to teenage mothers in the United States, with 10,000 born to girls under 15 years of age (Children's Defense Fund, 1985). One-fifth of American babies are born to women under twenty years of age (Polit, 1986). Ross (1982) estimated that one-half of all 13-19 year olds are sexually active, and one out of ten get pregnant. Others predict that, at current rates, approximately 40% of teens who turn 14 in the '80's will become pregnant at least once before they turn 20 (Tietze, 1981) (Alan Guttmacher Institute, 1981).

A closer inspection of the statistics, however, indicates an overall decline in the birth rate in the United States rather than a national epidemic (Scott, et al., 1984). Based on information from the National Center for Health Statistics, Chilman (1980) reported that the birth rate fell significantly for 18 - 19 year olds from 1960-1976. What has increased is the number of births to younger teens and the number of out-of-wedlock births. This increase appears to be related to the increased sexual activity among younger, unmarried women (Zelnik & Kantner, 1981). Another change that has occurred in the last twenty years is that most teen mothers (96%) now choose to keep their baby (Alan Guttmacher Institute, 1981). In the 1950's, if a young girl became pregnant, she would have been expected to either place the baby for adoption or get married, and the young father would have been expected to drop out of school to support his family. In the 1980's, it has become more culturally acceptable for a teen mother to remain unmarried and keep her baby. In this sense, the dominant white culture is moving closer to the traditional Black female head-of-household pattern (Furstenberg, et al., 1981).

Some of the research attempts to determine the cause of these trends have examined the characteristics of pregnant and parenting teens. Anastasiow (1982) viewed teen pregnancy as an expression of adolescent immaturity and one method of becoming recognized as an adult. Other researchers felt that lack of assertive skills and a desire to please their boyfriends played a role in you girls being unable to say "no" to pressure from their boyfriends to have sexual intercourse (Abernathy, 1974) (Jorgenson, et al., 1980) (Barth, et al., 1983). Lack of decision-making skills is also identified as a factor in teen pregnancy (Benenson & Stencel, 1985). Bolton (1985) found pregnant adolescents to have lower self-esteem and a greater inability to trust than nonpregnant adolescents.

The focus of other research has been on identifying family issues that seem to play a role in teenage sexuality and pregnancy. Hanson, et al. (1987) found that teens whose parents stressed responsibility and monitored their activities were less likely to have a child out-of-wedlock; the single most important factor in their study that was found to increase the chances of teen pregnancy was going steady. Hogan & Kitagawa's research(1985) on black adolescents also confirmed the importance of parental supervision of early dating experiences. Barnett & Balak (1986) described the families of pregnant teens in their program as disengaged, i.e. family members were emotionally distant with each other. Sexual activity on the part of the adolescent was interpreted as an attempt to satisfy their unmet emotional needs. Bolton (1980) described three general problems in families with pregnant teens: (1) a lack of understanding of why the pregnancy occurred (Why did this happen to OUR family?), (2) unrealistic expectations of adolescents, and (3) a general lack of communication to resolve daily living problems. Ross (1982) explored the mother-daughter relationship as a factor in teen pregnancy. Mothers avoid the empty nest syndrome and feelings of loneliness by caring for their daughter's baby; daughters, in turn, see the baby as someone to care for and be loved by. Robbins, et al. (1985) cited family stress as a factor in early teenage pregnancy, but not an important factor after age 18.

After reviewing various explanations for the rise in teenage pregnancy, including psychoanalytic, psychological and sociological perspectives, Bolton (1980) concluded that the most pragmatic view to take is that teens become pregnant because they are sexually active and for no other reason. Resnick (1984) concurred with the idea that there is nothing deviant or different

about teens who become pregnant. From this perspective, research attention shifts to the use (or lack of use) of contraceptives by teenagers. Peacock (1982) asserted that there was no simple answer why teens don't use birth control; her research indicated the cost of contraceptives as a factor limiting their use. Zelnick & Kantner (1981) found that older teenagers were more likely to use contraceptives than younger teens, indicating that maturity is a factor in the decision to use birth control devices. While other studies found other factors identifying other variables in the lack of use of contraceptives by teenagers, Bolton (1980) perhaps best summarizes the problem: "...the adolescent must come to terms with her own sexuality and sexual identity before the use of contraception becomes an option for her" (p. 40).

Moving beyond explanations for the behavior of individual teens, one must also consider the societal factors that contribute to a high teenage pregnancy rate. American society has changed drastically in the years since World War II. The mass media, which tends to glorify sex and violence, has increased in influence while parents and other traditional authority figures have declined in effectiveness (McGee, 1982). Never married, divorced, remarried, single parent, and dual career households outnumber the traditional nuclear family. The women's movement, the pill, and the decline in the double standard have challenged traditional sex role stereotypes, but there remains a strong social approval of motherhood (Cutright, et al., 1981).

In addition to massive societal change, teens today mature physically at an earlier age (Bell, et al, 19983), and yet are expected to prolong schooling and delay marriage (Bolton, 1980). Sherraden (1986), in discussing the drop-out problem in this country, suggested that the drop-out rate is linked to the lack of productive employment for youth and the difficulties youth as a whole are having in the culture in making the transition to adulthood. Benenson & Stencel (1985) agreed that limited employment possibilities play a role in teenage pregnancy: "Probably the greatest worry of youths from all economic backgrounds is that they will be the first generation to be less well off than their parents" (p. 153).

From a feminist perspective, teenage pregnancy is linked to the over-all low status of women in our culture. The number of single head of households is expected to increase in the future, most of them headed by women and many of them teens who will end up living in poverty (Brown, 1985). According to

Burden & Klerman (1984), "Until the economic situation of women is improved, young women will continue to see early motherhood as an attractive alternative to low-paying, dead end, traditional female jobs" (p. 15).

While sex education and access to birth control have been the approach many have taken to curb the teenage pregnancy problem, others have identified the link between a teenager's educational and economic opportunities and his/her decisions regarding sexual activity and parenthood. Westoff (1981) found a negative correlation between women working and fertility. Furstenberg (1981) cited research indicating that women who returned to school after the birth of their first child were more likely to delay the birth of a second child than those mothers who did not return to school. Burden & Klerman (1984) found that educational attainment and career motivation were factors in preventing long-term welfare dependency by teen mothers. Quinn & Reinfield (1985) state clearly, "It is teenagers without long-term goals and a sense of worth who become parents" (p. 11). The high rate of pregnancy among low-income and minority groups in this country, who typically have fewer educational and economic opportunities, confirms this (Children's Defense Fund, 1986).

Just as the causes of teenage pregnancy are multiple, so are the consequences. Polit (1986) identified low self-esteem as both antecedent to and the consequence of early motoherhood. Research reports high infant mortality rates, increased risk of infant prematurity and handicaps, more children in rapid succession, and a higher maternal mortality rate with teenage mothers, although some of these consequences can be ameliorated with adequate prenatal care (Menken, 1981). Children of teen parents are at high risk of physical abuse from their parents (Ross, 1982), and they disproportionately populate Head Start and Special Education programs (CCSSO, 1984).

Unstable relationships and a higher divorce rate are other consequences of teenage pregnancy and parenting (Anastasiow, 1982) (Bolton, 1980). Financial dependency and poor life-long economic prospects are also associated with early childbearing (Burden & Klerman, 1984) (Polit, 1986), with over one-half of AFDC payments going to families where the mother was a teenager when the first child was born (CCSSO, 1984). Poor economic prospects are directly related to the fact that many teen parents drop out of school (Peng, 1983). Often, but not always, the adolescent mother was already doing poorly in school before the pregnancy (Quint & Riccio, 1985). Research by Moore, et al. (1981) indicated that early childbearers experienced more problems and unhappiness than women delaying childbearing.

A review of the literature on the consequences of teenage pregnancy indicates that teen parents face the following major obstacles:

CHILDCARE:

lack of child care that is adequate and reliable, along with an unwillingness on the part of the teen parent to entrust her infant to "strangers"

POVERTY:

lack of education/training resulting in the prospect of low-paying jobs or welfare dependency

SUPPORT:

isolation from peers, inadequate knowledge of community resources, and family conflicts

HEALTH:

problems for mother and child due to poor nutrition and inadequate prenatal and postnatal care, as well as the cost of continued access to medical care

WORK:

unrealistic understanding of work plus lack of jobs available

EDUCATION:

lack of basic skills; failure to complete high school or to receive the kind of training required for a better-paying job

PARENTING RESPONSIBLITIES:

lack of parenting skills and lack of understanding of child development

FERTILITY CONTROL:

lack of knowledge of and inconsistent use of appropriate birth control devices to avoid another pregnancy

ATTITUDINAL PROBLEMS:

low self-esteem, lack of confidence, feelings of failure, distrust of authority figures

IMMATURITY:

ambivalent feelings, lack of life management skills, unrealistic ambitions

In attempting to address the needs of young parents, many programs have concluded that, in order to be effective, they must be comprehensive, i.e. the program must address ALL the needs of teen parents. The Urban Institute, in their evaluation of the programs funded by the Office of Adolescent Pregnancy Programs (Brown, 1985) found that comprehensive programs can have a consistently positive effect -- on the health of mother and baby, on the mother's school enrollment or completion, on parenting skills, and on avoidance of subsequent pregnancies. Programs that consider themselves comprehensive include the following kinds of components:

-Individual, group, and family counseling (Bell, et al, 1983) (Brindis, et al 1987) (Quint & Riccio, 1985)
-Home visits or home-based interventions (Bell, et al, 1983)
-Child care (Women's Bureau, 1986)
-Educational assistance: improvement of basic skills, completion of high school or a G.E.D. (Polit, 1986)
-Career assessment and counseling (Women's Bureau, 1986)
-Vocational training with "hands on" experience (Children's Defense Fund, 1987) (McGee, 1985)
-Family planning and other health care (Flood, et al, 1985)
-Parenting skills (Palmer, 1981) and knowledge of child development (Quint & Riccio, 1985)(Lindsay, 1981) (Vukelich & Kliman, 1981)
-Life management skills (Women's Bureau, 1986)
-Employment-related skills (Polit, 1986)
-Sex role stereotyping and nontraditional career education (Women's Bureau, 1986)
-Mentoring or "Big Sister" component (Quint& Riccio, 1985)

The key ingredient in the provision of all of the above services seems to be a caring staff (Polit, 1986) (Lee & Berman, 1987).

Comprehensive services can be provided by one agency or by a brokering system between agencies. Whichever structure is used, case management is a necessity. (McGee, 1982), in reviewing existing programs for pregnant and parenting teens, cited the need for improving the organization of services to teen parents, i.e. better community networking. Brindis, et al. (1987) described a "continuous counseling case management" approach that was effective with one program; one teen parent worked with the same counselor over a three-year period. One of the recommendations made by the model program Project Redirection (Quint & Riccio, 1985) was that direct delivery of services to teens, even though more costly, is

more effective than a brokering system; staff can more easily monitor teen's progress.

The role of the public school in assisting adolescent parents is critical. Adler, et al. (1985) felt that the lack of leadership by the federal and state governments in setting policies for pregnant and parenting teens was a major hindrance to teens completing high school. Burt et al. (1984) reported that, in schools where comprehensive health and social services are available, there is a decrease in first time and subsequent pregnancies. Flood, et al. (1985) claimed that the biggest obstacle to teens completing high school was lack of affordable and conveniently-located child care. Barth, et al. (1983) made recommendations on how school counselors could more effectively work with teen parents. Lee and Berman (1987) interviewed teen parents who were students at an alternative high school. Teens cited perceiving the school as a caring place, the informal physical setting, and the unique curriculum (individualized instruction) as the reasons that they were remained in school.

The importance of family support and involvement is also noted as a major factor for positive outcomes for both the teen mother and the infant (Furstenberg, 1980) (Bolton, 1980) (Barnett & Balak, 1986). Palmer (1981) described the efforts of one program to include the parents of the teen mother in their program in order to help mobilize positive feelings of support for the teen. Burden & Klerman's (1984) research indicated that teen mothers who lived with their parents were less likely to rely on welfare, and that the family was able to provide assistance with child care as well as emotional support. Research also indicates that unmarried teens are better off than married teens; they receive more financial and emotional support from their families (Furstenberg, 1981). Gershenson (1983) suggested an expansion of the concept of "fatherhood" for single teen parents to include many male figures instead of being limited to the biological father; this further expands the teen mother's and infant's support system.

Teenage parents in the 1980's are caught in the middle of a major transition in society -- from the Post World War II era of the traditional nuclear family to the 1980's diversity of lifestyle. Programs that work with this population are faced with both prevention issues (curbing the pregnancy rate and enabling teenagers to deal more effectively with their sexuality) and support services (assisting teen parents with completing their education, developing marketable job skills, and becoming productive members of society). There are no simple causes and there are no simple solutions. Programs directed to teen parents must recognize the complexity of their problems and offer a broad range of services.

The Teen Parents Program at Kishwaukee College, Malta, Illinois, is one program funded to address the multiple needs of teen parents. For information on their pilot project, refer to the "Summary of the Final Report of the Career Education and Training for Teen Parents Program."

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Kishwaukee College
News Release

Kishwaukee College
Office of Public Information
Malta, IL. 60150-0500
(815) 825-2086, ext. 213

October 17, 1986

TEEN PARENTS ARE TARGETED

A new Adult Basic Education (ABE) program aimed squarely at rendering service and assistance to teenage parents is now taking shape. According to project coordinator Vicky Whipple, a member of Kishwaukee College's ABE staff, the full title of the new program is Career Education and Training for Teen Parents.

Operating under a grant from the Illinois State Board of Education, which funds most of the College's ABE offerings, the program will seek to meet the educational and vocational needs of teenagers from 14 to 21 who are parents with custody of at least one minor child. To be eligible to enter the project, teens must also reside in the KC district.

Additional benefits of participation for the target population, Whipple noted, are comprehensive counseling services from the College, plus advice on good nutrition, wise family planning, and strong parenting skills. These latter areas of knowledge will be explored with the teen parents by representatives of social service agencies who are cooperating with Kishwaukee in offering this program.

Support services will also be available to those enrolled in the program. These include financial help with tuition and textbooks, along with child care (day care) service, transportation, and special-interest workshops.

Further inquiries should be directed to Whipple at her College office, 825-2086, ext. 238.

# # # # #

Kishwaukee College
News Release

Kishwaukee College
Office of Public Information
Malta, IL. 60150-0500
(815) 825-2086, ext. 213

December 9, 1986

PROGRAM YIELDS VOCATIONAL EDUCATION

Vocational studies in any of more than 10 academic programs offered by Kishwaukee College are a tangible component of one Adult Basic Education (ABE) project which is currently engaged in further student recruitment efforts. ABE's Career Education and Training for Teen Parents program (dubbed the "teen parent" program, for short) is now seeking new clients who may qualify to enter the program at the outset of the College's spring semester. The spring term at Kish begins on Monday, January 12, 1987.

Project Coordinator Vicky Whipple (telephone no. 825-2086, ext. 238) explains that there are a number of career-track courses of study in which teen parent entrants can enroll, with financial help and other forms of assistance from her office. To illustrate her point, Whipple mentions such vocational offerings at Kish as the word processing program, accounting, data processing, nursing, horticulture, electronics, and manufacturing technology. Satisfactory completion of any one of these programs will enable teen parent clients to gain either an associate of applied science degree or a certificate, depending upon the length of time they remain in the program.

"Our clients are treated just like any other college students once we get them into one of these career classes," Whipple emphasizes. A notable difference, however, is that those young people who enter the College via the teen parent route will have their total tuition costs paid through the ABE project. Lab fees as well as the cost of textbooks are usually covered too, notes Whipple. Some funds may also be made available to reimburse teen parents for their child day care and transportation expenses, she adds.

MORE

Entrance into the educational/human services program is open to youth of both sexes between the ages of 14 and 21. To be eligible, a young mother or father must live within the Kishwaukee College district.

The program can shuttle qualified individuals into any of three subgroups. If a teenager is still attending an area high school, the program's "retention mode" will probably go into effect. This means that these younger clients will receive assistance and be encouraged to remain in high school until they have earned their diplomas. Should the client be a high school dropout already, but not capable of doing college-level work successfully as yet, he, or she, will normally be assigned to the ABE's General Educational Development (GED) course sequence. This GED track will eventually lead to conferral of high school equivalency certificates.

On the other hand, if a client is a high school graduate or an older dropout, he/she may be permitted to embark upon college-level vocational studies immediately. According to Whipple, "students can proceed with a collegiate program if they demonstrate sufficient academic ability to handle it. Their educational background and overall aptitude are generally evident to us after the College counseling staff gives each of our prospective clients a battery of college-level placement tests."

# # # # #

Kishwaukee College
News Release

Vicky Whipple

Kishwaukee College
Office of Public Information
Malta, IL. 60150-0500
(815) 825-2086, ext. 213

January 23, 1987

SUPPORT GROUP FORMING

A "Teen Parent Support Group" is being organized as an outgrowth of Kishwaukee College's Career Education and Training for Teen Parents Program. Announcement about the formation of the support group was made this week by Vicky Whipple, coordinator of the College's teen parent project.

Initial meeting of the support group will take place at 3 o'clock next Monday (February 2) afternoon. Meeting place is the DeKalb YMCA on Bethany Road.

More information is available from the teen parent program office on the Malta campus, telephone no. (815) 825-2086, ext. 238.

This is also the phone number to call to arrange for babysitting services and/or transportation, both of which will be provided to those young parents who plan to attend sessions of the support organization.

Participation in the group is open to any parent between the ages of 14 and 21. Whipple also noted that attendance at these meetings affords an "opportunity for young parents to share common concerns" and to hear "guest speakers talk on various pertinent topics."

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Kishwaukee College
News Release

Kishwaukee College
Office of Public Information
Malta, IL. 60150-0500
(815) 825-2086, ext. 213

February 21, 1987

CAREERS FOR THE TEEN PARENT

A specially-tailored course to orient and prepare teenage parents for careers in potentially promising fields of endeavor has been formulated by Kishwaukee College, it has been announced by Judi Cramer, curriculum developer and course instructor.

Cramer, further, indicated that this career orientation and preparation class will be getting under way next week. Class sessions in the six-week course will meet at the Kishwaukee YMCA from 3 to 5 p.m. on Tuesdays, Wednesdays, and Thursdays, beginning March 3 and ending April 9.

The instructor added that any parent between the ages of 14 and 21 is eligible to enroll, at no cost, in the class. Free babysitting services as well as transportation is also available. Any teen parent with these or other less commonplace needs should get in touch with Cramer at her office in the Adult Basic Education (ABE) department of the College, (815) 825-2086, ext. 238.

Part of the ABE Teen Parent project, the class on careers is designed to impart information about many different occupational callings. The focus, according to Cramer, will be those job fields in which employment opportunities appear to be the most viable in the northern Illinois area. Particular attention will be devoted to non-traditional careers that are expected to be in high demand in years to come. Supplemental information will also be presented on vocational fields that are taught at Kishwaukee College, Cramer reported.

Participants will also be taken on field trips and will hear from several speakers who will share their first-hand knowledge of their particular careers.

# # # # #

To: Vicky Whipple, Coordinator of Teen Parents Program
From: Kathy King, DeKalb High School Social Worker

I served as a consultant to Vicky Whipple who was coordinator of the Teen Parents Program during the school year 1986-87.

My contribution to the program was primarily in the area of providing support to Vicky and making referrals to the program.

Since I also work with adolescences at DeKalb High School I believe I am able to understand some of the problems Vicky faced in developing her program. Hopefully, just being able to discuss the program and talk about what seemed to be working or not working was helpful to Vicky. Because of my own daily involvement with teenagers at DHS I was able to give reactions and feedback about the program particularly as I think the teens themselves viewed it.

I also did make several referrals to the program. Since I was aware of several teen mothers at DHS I was able to at least make the initial referral although I am not certain that they actually enrolled in the program. This is an area which could have per haps been further developed but was limited due to lack of time.

In general, I believe the concept of consultants is a useful one, especially for a program which is just beginning. Since it was new for all of us, I imagine there may have been ways we might have been more useful to Vicky we did not think of. The program definitely does have possibilities of growing into a well-known and recognized alternative for teen parents in the community who may have given up continuing their education or on gaining new skills. I hope the financial support continues for this program.

To: Vicky Whipple

From: Helen Winsor

Re: Contributions to the Teen Parents Program

My contribution to the Teen Parents Program has been in the area of curriculum primarily.

I functioned as a curriculum resource, shared resource materials, and evaluated the career orientation curriculum developed by Judi F. Cramer. I met individually with Judi three times to assist her in addition to the three group consultant meetings that I attended.

I also met individually with Vicky to assist her in the development of a questionnaire to be used in the next fiscal year for a Needs Assessment.

DeKalb County Health Department

PHONE (815) 758-6673

Karen A. Grush, M.S.
Public Health Administrator

2337 SYCAMORE ROAD • DeKALB, ILLINOIS 60115
HOURS: 8:00 - 4:30

I have been privileged to serve on the advisory committee for the Kishwaukee College Teen Parent Program. I have watched this program develop into a thorough and high quality program over a short period of time.

I have served teen mothers and their children for over 8 years as a Public Health Nurse. I feel I have contributed to the development of the Kiswaukee College Program through my knowledge of available community resources. I also shared my knowledge and insight into the medical and physical needs and concerns of the target population. I provided several referrals to the program and attended a support group session at which I discussed caring for a sick child and preventing illness. I helped develop a flier describing other community resources specifically targeted to pregnant teens and teenage mothers. I arranged for an inter-agency meeting to discuss where to appropriately refer currently pregnant teenagers.

I promoted the Kishwaukee College Teen Parent Program among my colleagues and provided letters of support to attain funding for the next fiscal year.

Mary M Crawford

"AN EQUAL OPPORTUNITY EMPLOYER"

CAREER EDUCATION AND TRAINING FOR TEEN PARENTS PROGRAM
Kishwaukee College
Malta, Il. 60150

Referred by:_____Date_____

Comments:

Date of Intake_____

Name_____S.S._____

Address_____ Phone_____

_____ _____

Birthdate (age)_____

Marital Status:

Single Married Divorced Separated Other_____

Living Arrangement:

Live alone Live with child Live with partner and child
Live with parents Live with parents and child
Other:

Name of child(ren) Birthdate (age) Sex

_____ _____ _____

_____ _____ _____

Father of child(ren):_____

Who has custody?_____

Career Education and Training for Teen Parents Program
Intake page 2

Current Financial Status:

___support self
___supported by parents
___supported by partner
___Public Aid
___Other:

Educational Status:

___ currently in high school
school_____year of graduation_____

___high school dropout
school last attended_____last year completed_____

___high school graduate
school_____ year_____

___college or vocational training
school_____year_____
program_____

Employment Status:

___currently employed full-time
where:_____

___currently employed part-time
where:_____

___unemployed

___previously employed:_____

Health Status:

Are you handicapped in any way?_____If yes, explain.

Are you receiving medical treatment for any physical or mental condition? _____If yes, explain.

Were you in Special Education classes in school?_____

Family Background:

Baby's Maternal Grandparents:_____

Address :_____

_____

Phone: _____

Baby's Paternal Grandparents:_____

Address: _____

_____

Phone:_____

How do the maternal grandparents feel about you and the baby?

How do the paternal grandparents feel about you and the baby?

What is your relationship to the father of the baby?
Does the father have any responsibility to the baby or you?

Were there any problems with the pregnancy or delivery?_____

Did the baby have any health problems after birth?_____

Is the baby receiving regular post-natal checkups?_____

Who is the primary caretaker of the child?_____

Do you have any concerns about taking care of your baby?

Are you receiving services from any other agency?
If yes, give name and explain.
If no, appropriate referrals given.

___WIC

___Family Planning

___Parenting Classes

___Court Services/Probation

___Childcare

___First Steps to Parenting (Rochelle)

___Counseling

___Employment (JTPA, KDK, or other)

___Public Aid

___Education

___DCFS

___Children's Home and Aid (pregnancy counseling)

___Health Department (Well-baby clinic)

___Other:

What goals do you have for your life?

Short Term:

Long Term:

CAREER EDUCATION AND TRAINING FOR TEEN PARENTS PROGRAM
Kishwaukee College
Malta, Il. 60150

PARTICIPATION CONTRACT

I will participate in the Teen Parents Program from _____ to _____ and agree to the following:

1. I will attend:

___high school
___ABE classes
___GED classes
___remedial classes at Kishwaukee College
___vocational classes at Kishwaukee College
___career orientation and preparation classes

2. My short term goal will be to:

___pass my high school classes
___graduate from high school
___improve my reading/math ability (ABE)
___prepare to take a GED test
___take a GED test
___complete the GED
___pass remedial classes at Kishwaukee College
___pass vocational education classes
___increase my knowledge of future job possibilities
___make a decision about a future career
___develop job seeking skills
___find a job
___other:

3. My long term goal is_____

4. I will meet regularly with program staff, follow through on their referrals/suggestions, keep them up-to-date on my plans, and set new goals as needed.

5. If, for any reason, I cannot continue to participate in the program, I will notify the staff to explain.

_____ _____
Signature Today's Date

To: ABE/GED Teachers

From: Vicky Whipple
Teen Parents Program Coordinator

_____ attended your ABE/GED class during the last semester. Please take a few minutes to write a brief report of his/her progress. Thank you for your cooperation.

TABE Scores:

Attendance:

Progress made:

GED tests taken? yes no

GED completed? yes no

Other comments:

_____ _____
Signature of Instructor Today's Date

RETURN TO: Vicky Whipple
Teen Parents Program
Kishwaukee College
Malta, Il. 60150

ERIC Clearinghouse for
Junior Colleges AUG 14 1987